Lauren Morlock

Unit: On Death and Dying

Grade: 12

Culminating Project: Comparative essay between their own culture/another’s on death

Lesson: 12 out of 15 [Week 2]

Topic: Eulogies

**Context:**

Students are completing their unit on Death and Dying and will now be doing creative writing work. Using a more imagery-based form, students will take their descriptions of Emily Dickenson’s poem *Because I Could Not Stop For Death* and Dante’s *Inferno* and apply them to their own “death”.

**Short Term Objectives:**

* Students will be able to define a eulogy and it’s conventions
* Students will use the conventional methods of poetry writing (any form they choose) to take an alternative twist to writing a eulogy

**Long Term Objectives**:

* Students will apply their knowledge of poetry writing and expand their horizons of the convention.

**Standards**:

Writing Standards 6-12

*Text Types and Purposes*

Grades 11-12

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

**Overview:**

In this lesson, students will be writing eulogies for themselves. However, they will not be written in conventional eulogy format. Rather, they will be elaborate poems using imagery and other techniques and elements. Students will be creating scenes of their life and things they would want to be remembered by, as if they were Markus Zusak’s Death character in Book Thief reflecting on their life.

**Procedure:**

*Anticipatory Set:*

* Recall briefly with the class the character of Death in Book Thief and his conventions as a narrator in the tale

*Guided Practice:*

* Define what a eulogy is and show examples
* Discuss the images that are commonly associated with death and the conventions of funerals, mourning, etc.

*Independent Practice:*

* Students will be creating their own eulogies but through the eyes of Death. Students will use a mixture of memoir and poetry in this eulogy rather than the conventional methods of a eulogy and reflect on brief scenes and self-characteristics as Death would describe them if they were Liesel.
* Students will also have to include their culture’s standpoint on their death based on the information students have received over the course of the past two weeks of the unit
* Students will be finishing these for homework and polishing them for peer review the following day in class.

**Materials Needed:**

* Several examples of eulogies
* Lined paper/pens